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The
**NATIONAL ASSOCIATION
of CORPORATION SCHOOLS
BULLETIN**

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Volume IV

January, 1917

Association Activities

**European Industry Unimpaired After
the War**

By S. G. Roberts, Former Director of the United States
Mint

News Items About Our Members

To Democratize German Schools

Progress of Education in the United States

By Professor Mosiah Hall, University of Utah

Henry Ford's Recipe for Success

An Interview Published in "System"

**Psychology as an Aid to Vocational
Guidance**

By Helen Thompson Woolley, in charge Psychological
Laboratory, Public Schools of Cincinnati

**PUBLISHED BY ORDER OF THE
EXECUTIVE COMMITTEE**

The National Association of Corporation Schools

Headquarters, 130 East 15th Street, New York City

Objects

Corporations are realizing more and more the importance of education in the efficient management of their business. The Company school has been sufficiently tried out as a method of increasing efficiency to warrant its continuance as an industrial factor.

The National Association of Corporation Schools aims to render new corporation schools successful from the start by warning them against the pitfalls into which others have fallen and to provide a forum where corporation school officers may interchange experience. The control is vested entirely in the member corporations, thus admitting only so much of theory and extraneous activities as the corporations themselves feel will be beneficial and will return dividends on their investment in time and membership fees.

A central office is maintained where information is gathered, arranged and classified regarding every phase of industrial education. This is available to all corporations, companies, firms or individuals who now maintain or desire to institute educational courses upon becoming members of the Association.

Functions

The functions of the Association are threefold; to develop the efficiency of the individual employee; to increase efficiency in industry; to have the courses in established educational institutions modified to meet more fully the needs of industry.

Membership

From the Constitution—Article III.

SECTION 1.—Members shall be divided into three classes: Class A (Company Members) Class B (Members), Class C (Associate Members).

SECTION 2.—Class A members shall be commercial, industrial, transportation or governmental organizations, whether under corporation, firm or individual ownership, which now are or may be interested in the education of their employees. They shall be entitled, through their properly accredited representatives, to attend all meetings of the Association, to vote and to hold office.

SECTION 3.—Class B members shall be officers, managers or instructors of schools conducted, by corporations that are Class A members. They shall be entitled to hold office and attend all general meetings of the Association.

SECTION 4.—Class C members shall be those not eligible for membership in Class A or Class B who are in sympathy with the objects of the Association.

Dues

From the Constitution—Article VII.

SECTION 1.—The annual dues of Class A members shall be \$100.00.

SECTION 2.—The annual dues of Class B members shall be \$5.00 and the annual dues of Class C members shall be \$10.00.

SECTION 3.—All dues shall be payable in advance and shall cover the calendar year. New Class A members joining between January 1st and April 1st, shall pay first year's dues of \$100.00; those joining between April 1st and July 1st, shall pay nine months' dues or \$75.00; those joining between July 1st and October 1st, shall pay six months' dues or \$50.00; those joining between October 1st and December 31st shall pay three months' dues or \$25.00, but for subsequent years shall pay full dues of \$100.00. Any members in arrears for three months shall be dropped by the Executive Committee unless in its judgment sufficient reasons shall exist for continuing members on the roll.

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The New York Edison Company



The National Association of Corporation Schools B U L L E T I N

Published Monthly by

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130 E. 15th Street, New York City

Edited by F. C. Henderschott, Executive Secretary

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Volume IV

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No. 1

INDUSTRIAL PREPARATION OF VITAL IMPORTANCE

In his message to the sixty-fourth Congress, which convened at Washington on December 5th, President Wilson asked Congress to give consideration to but four subjects. It is reasonable to suppose that these subjects, in the opinion of the President, are the most important of the present period which require legislative enactment. One of the matters to which attention was called is the bill for the promotion of vocational and industrial education. On this subject the president addressed Congress as follows:

"At the last session of the Congress a bill was passed by the Senate which provides for the promotion of vocational and industrial education, which is of vital importance to the whole country, because it concerns a matter too long neglected upon which the thorough industrial preparation of the country for the critical years of economic development immediately ahead of us in very large measure depends.

"May I not urge its early and favorable consideration by the House of Representatives and its early enactment into law? It contains plans which affect all interests and all parts of the country, and I am sure that there is no legislation now pending before the Congress whose passage the country awaits with more thoughtful approval or greater impatience to see a great and admirable thing set in the way of being done."

INDUSTRY AND COMMERCE AFTER THE WAR

With the growing recognition that the struggle for commercial supremacy is probably the real cause of the European conflict, earnest thought is being given to the form under which commerce will be carried on when the war has reached its close.

In England there is recognition that commerce will not flow through the channels utilized before the struggle began. Eng-

land was dependent upon Germany not only for certain imports, but for certain knowledge. And, in fact, nearly all of the other nations were dependent upon Germany or some other nation for imports and knowledge in relation to certain operations in their industries.

Dye stuffs came largely from abroad and other nations were backward in developing their chemistry to a point where they could produce dye stuffs of equal merit to those which came from Germany.

England is now attempting a new industrial development and to this end there has been established in Manchester a school of technology. There is every indication of a close cooperation between the work done at the new school and those leading concerns which manufacture and sell colored goods.

It is now pretty generally understood, among those who have given thought to the matter, that industry after the close of the war will not be conducted exclusively along the lines which prevailed before the conflict began. Increased attention is being paid as to how the industries of the United States will fare in the new arrangement.

ENGINEERING EDUCATION AFTER THE WAR

Engineering, the English publication comparable to the *Engineering Record* in this country, in its issue of October 27th, contains an article under the above caption from which we quote as follows:

"One can scarcely take up a newspaper without finding reference to British inefficiency. We are told that we are inefficient as business men, inefficient as manufacturers, inefficient as engineers, inefficient as parents and inefficient in science. Many remedies are proposed, and numerous committees are debating them. What the outcome will be is impossible to say, but it needs no discussion to show that the most pressing necessity is to make ourselves efficient as individuals. If that can be done all the rest will be easy. Half our troubles during the war have arisen from the difficulty of finding men to fill the various posts which have been created. New wants have arisen, but we have been very slow to understand them, and still slower in finding men to deal with them. This applies to all strata of activity; but here we are concerned only with the engineer. Fortunately we have learned much politically, socially and technically, but it is undeniable that a nation of efficient individuals would have reached our present

stage in much less time than we have done. Much delay it must be admitted has been due to a want of technical knowledge and breadth of outlook in engineers and their staffs."

The editor of *Engineering* proceeds at some length to discuss the part-time and cooperative educational systems as though the plan were a new discovery.

The *Engineering Record* in commenting on the English article observes:

"Curiously, if the published abstracts are to be trusted, Sir Trevor made no reference to the American experience with this type of education; nor did *Engineering* in commenting upon the address. One is led to suspect that they do not know that ten years of experience are available with that method of preparing men for the industries."

The plan, as originally instituted by Dean Herman Schneider of the University of Cincinnati, has become widespread in operation in this country and will unquestionably prove helpful to the English in solving their training problems.

But *Engineering* seems to have made a discovery of even greater importance, namely: that no nation can become truly efficient, the citizens of which are inefficient. This is the lesson that the United States has learned and is now seeking to correct through making our training system broader and better.

EQUALITY OF OPPORTUNITY—EQUALITY OF REWARD

Speaking before the Parent Teachers' Association of Vernon, Oregon, Superintendent of Schools L. R. Alderman, among other things says:

"Now that there are no more public lands to be had, should we not realize how much depends on the training of the boys and girls of today? Since they cannot go out to some great plot of public land and make it their own, they must be trained to earn their bread and butter some other way. Every boy and girl has dreams of greatness and ambition, so let us get behind them and make the best—the real and worthy dreams of the child and the parent come true.

"I have often wondered when some of our high school graduates come and ask us for positions and we cannot give them to them, whether we have not fallen short in not teaching those children the things that will fit them to take their proper place in the world."

Mr. Alderman is right. The day has come when pioneering in the United States is practically a thing of the past. Now we find ourselves in active competition with the trained workers of other nations. Now we are experiencing the realization of how wasteful as a nation we have been. Now we realize that we must conserve our natural resources, eliminate waste from industry and adopt the newest and best methods in production, in transportation and in markets. Now, as never before, there is a realization that the American boy and American girl must be trained and educated so that they may develop their lives to their fullest capacity.

No nation can permanently be greater than the efficiency of its sources of wealth, and the original sources of wealth in the United States, as in all countries, is the factory and the farm.

There is just as much need that the girls and boys who are to go into the factory or office or into the farm should be scientifically trained for their work as there is for training the scientist, artist and men and women who are to go into the professions.

Universal training, universal opportunity and equality of reward according to merit is the only philosophy big enough and broad enough to permanently endure.

A BETTER PHILOSOPHY FOR AMERICAN WORKERS

Members of organized labor are becoming more pronounced in their criticisms of the public schools. There can be no reasonable objection to organized labor evidencing an interest in our educational systems provided their viewpoint is constructive. But in some cases that have come to hand their viewpoint is not constructive. On the contrary it is not conceivable how their expressed wishes could be carried out.

Members of the Westfield branch of the International Association of Machinists and machinists in general in the western part of the state of Massachusetts are voicing their disapproval of the work which is being done in the Westfield Independent Industrial School, a trade school supported jointly by the town and the state.

The grievances of the machinists come through the courses taught in the school and the age at which the pupils may enter. Under the present rule any resident of the town fourteen years of age may enter the school. The course is for three years and at the end of this time the boy steps from the school seventeen years old. He has been instructed in the operation of many machines which will insure him work and good pay. It is argued by the

machinists that the boys who leave the school at the age of seventeen are able to take positions held by men with families dependent upon them. The contention is that the salary that the position brought is reduced, making it impossible for the married man to realize sufficient to support his family. This, however, is another question and should not be confused with whether or not it is good economics for the youth of our land to be trained so that they may earn good wages and may perform their work efficiently.

It is not conceivable that because a boy may leave a trade school at the age of seventeen as well qualified to perform the work of a machinist as a man much older and upon whom a family is dependent for its livelihood, that he should not be permitted to receive his training in a public school. The question of whether or not the wages of the more mature worker should be reduced to where he would no longer be in a position to support a family is a problem that society must determine. But certainly no constructive mind could conceive of keeping the youth of our land in ignorance, because by better training him for the work he is to do, the wages of those who have not been trained, but who are now the supporters of families, may be reduced.

Another instance of the attitude of representatives of organized labor in relation to vocational training: James P. Maurer, of Wilkesbarre, representative of the Pennsylvania Board of Labor, at a recent meeting of the Iron City's trade council, made a plea for the establishment of a vocational training course at Pennsylvania State College with an endowment by labor of \$25,000. Mr. Maurer approved of the philosophy underlying the courses taught at the State College and asserted that the professors of this institution are liberal in their views of the trade unions. But the speaker was heckled, and in the discussion that followed his address both the college and the public schools of Pittsburgh were severely criticized. The principal objection on the part of the hecklers was that the working classes' view of labor is not taught in our higher institutions of learning. Here we find in evidence the philosophy of labor, which has also found expression in western Massachusetts.

There was opposition to vocational training based on the theory that it tends to produce strikebreakers and that to educate the boys who are to enter a trade is to produce a class which will take the place of the older workers in the case of strikes, and it was further charged that the Pittsburgh schools are being used to train students in favor of the employers' class.

Speaking before the Rochester Open Labor Forum, Julia D.

Pratt, a manual training teacher in the public schools of Buffalo, propounds the theory that "machines have bullied great cities into cowards and slaves and made before our very eyes the hell we have ceased to believe in.

"Look about you," she exclaimed, "and see the tired mechanical men, whole generations of them, vast mobs of them, who have let the machines mow down their souls.

"Machines have destroyed the beauty and health of the dwelling places of the workers and their owners sit on the cool verandas of suburban villas or on hills and terraces of lovely southern countries and sneer at the sentimentality of the men who ask for a reorganization of society, eliminating the existing contradiction between social production and capitalistic appropriation. Labor saving machinery throws working men on the streets."

Here is an example of a mind wrongly focused. Never in the history of our country has there been so much prosperity, so high a scale of wages and as good working conditions as at the present period. The trend has been continually toward shorter hours and better working conditions. Can any fair mind conceive of modern civilization without modern machinery? It is because of this development that there is being conceived in the minds of the working people a more hopeful philosophy.

Today, in American industry, there is a waste, estimated at a billion dollars, caused entirely by strikes and other labor problems. This billion dollars could be employed to the advantage of those whose labor creates wealth. When the worker is brought to realize that his interests are identical with the interests of the employers, and when the laborer, through profit sharing and stock ownership, becomes himself an employer in fact, most of this waste will be eliminated.

The greatest problem in industry today is the worker. For fifty years the best intellect of American business men has been concentrated on equipment. Most American workers are untrained and yet they are paid the highest wages of the workers of any country in the world. Can any constructive mind conceive how this condition can long endure?

The problems in American industry, which overshadows all other problems, are training the workers and eliminating waste. On these problems American thought and American wealth must now be concentrated.

"Behind every business that keeps up with the times is an individual who keeps ahead of them."—The Business Builder.

TABLOID EDITORIALS

DR. VIRGINIA C. GILDERSLEEVE, Dean of Barnard College, Columbia University, in a recent interview said: "Girls are entitled to the general development of body, brain and spirit, and need training in some special vocational line. How much of liberal education should a girl have?" Dr. Gildersleeve asked. "As much as she can absorb. But besides being human and a citizen, a girl must offer some kind of service to the community in return for her training. I like to think of a vocation as a tool by which we put into form the ideals obtained from our liberal education; as a means of self-expression. Therefore, I think we should have some skill in a vocation by which we can express ourselves and make some contribution to the state."

SAYS A WRITER in the *Metropolitan Magazine*: "Vocational education is to-day a fact in Germany, England, France, Denmark, Norway, Sweden. It was an established fact in Belgium. It is fast becoming a fact in far-off Japan. In the United States, with exceptions so slight as merely to prove the rule, vocational training is still a theory. We are still debating the democracy of vocational education for children who leave school at 14, children who will never see high school or college. And while we are debating we are filling our juvenile courts and jails with men and boys, and are making thousands upon thousands of tramps and hoboos annually. We are perpetrating an even greater evil upon the country. We are foisting upon it a system of caste. We don't give the man in the pit a chance to rise."

ANTHONY M. FERRARY, Mayor of West Paterson, New Jersey, has made an appeal to the legislature of that state for more interest in vocational training as far as the silk industries are concerned. Mr. Ferrary says that there is great necessity for a vocational school right there in the heart of the silk industry. He said: "The kind of a vocational school which he wants to see established in the county is not a high school to prepare a boy for college, but a high school to prepare a boy for life." It is not intended to furnish a place to which we may send the mentally deficient, but it is meant to be a school which shall attract the best and brightest boys we have. It is the belief of silk men of the same mind of Mr. Ferrary that a textile school which will earn a national reputation can be founded in Paterson.

THE VOCATIONAL SCHOOL BUREAU which was established in connection with the public schools of Chicago in the spring of

1916 has successfully assisted in the placing of about 2,500 school children. Annie S. Davis, head of the Bureau, states that 430 children were advised as to what occupation they should enter, and that 292 children who had left school were induced to return to their studies.

ATLANTA, GEORGIA, is one of the advanced southern cities to become interested in vocational training and is preparing to establish a Vocational Bureau in connection with the clearing house for employment in that city.

CORNELL UNIVERSITY proposes to establish a school of Business Administration and to offer in addition courses in Public Affairs which will lead to a master's degree. The committee which has the matter in hand is firmly of the belief that a university training in business is not only desirable but is rapidly becoming a necessity.

OVER IN BOSTON, the Manual Training School recently held a debate on "whether an academic or an industrial training course offers the best material for a business education." In the minds of many people there is no longer cause for discussion. An academic education supplemented by an industrial training is pretty generally accepted as not only the most desirable, but the only course which will insure the highest degree of success.

THE ESTABLISHMENT of a day school at the state prison and state reformatory of Minnesota is contemplated by the Board of Control just as soon as state laws can be passed making provisions for it. Recommendations will be made to the incoming legislature providing for the erection of school buildings in connection with each penal institution, each building to be a model for the purpose to be served. Night schools are now conducted at the prison and the reformatory, but the courses are admitted to be inadequate to train the inmates to enter a life of usefulness after the completion of their sentences. Vocational education will be featured.

NINETY-EIGHT school districts of Pennsylvania have opened continuation schools, with 350 teachers in charge of 24,000 minors, according to a recent report of Dr. Nathan C. Schaeffer. Thirty-two agricultural schools have been opened in various parts of the state and additional ones are planned for other communities.

ASSOCIATION ACTIVITIES

AN AMBITIOUS DEVELOPMENT LOOKING TO FUTURE PROGRESS SUBMITTED BY THE PROGRAM COMMITTEE AND UNANIMOUSLY APPROVED—ARRANGEMENTS WELL IN HAND FOR THE CONVENTION AT BUFFALO NEXT JUNE—APPROVAL OF PLANS SUBMITTED BY THE CHAIRMEN OF THE SUB-COMMITTEES ON EDUCATIONAL METHODS IN CORPORATION SCHOOLS AND SAFETY AND HEALTH—APPROVAL OF THE ACTION OF THE SPECIAL COMMITTEE WHICH DETERMINED THE FINAL DRAFT OF THE CONSTITUTION FOR LOCAL CHAPTERS

The December meeting of the Executive Committee was well attended. Owing to the illness of Mrs. Tily, our President was not able to be present. Mr. J. W. Dietz, First Vice-President, presided. Dr. H. M. Rowe, Second Vice-President, was also kept away by illness. Dr. Galloway, Mr. Clothier, Mr. Dooley, Mr. Yoder, Mr. Waterson, Mr. VanDerhoef and the Executive Secretary were present, as was also Mr. J. K. Brugler, Jr., Chairman of the Sub-Committee on Educational Methods in Corporation Schools.

The Treasurer's report was read by the Assistant Treasurer, and showing cash on hand of \$572.77 with total assets of \$1,884.38 was approved.

The resignation of Mr. E. S. Moffett, as Treasurer of the Association, caused by his having been ordered to make a trip to the Orient of from six months to one year's duration on behalf of his Company, was read and upon motion of Mr. Clothier, seconded by Mr. Yoder, this resignation was accepted with regret.

The President and Executive Secretary were requested to suggest candidates for the office of Treasurer to the Executive Committee at its next meeting.

The Executive Secretary submitted a membership report showing an increase since the October meeting of one Class "A" member, two Class "B" members and nine Class "C" members. The total membership as of December 1st was Class "A"—107, Class "B"—78 and Class "C"—85, making a total of 270—a new high-water mark in membership.

Report of the Special Committee on the Constitution for Local Chapters

The Executive Secretary reported that the Special Committee appointed at the last meeting to revise and pass upon the final draft of a Constitution for Local Chapters had met in Philadelphia with all members present except Mr. Tily. Those present were Ex-president McLeod, Mr. C. R. Dooley, Mr. R. C. Clothier and the Executive Secretary. The Special Committee incorporated in the final draft most of the suggestions which had been sent in by Class "A" members and as there were no radical changes made, the Special Committee declared the Constitution, as revised, effective. The action of the Special Committee was duly ratified by the Executive Committee, all members present voting in the affirmative.

Other Sub-Committee Reports

The Executive Secretary presented a progress report from Mr. John McLeod, Chairman of the Local Chapters Sub-Committee, which indicated that the work of this Committee is progressing favorably.

Mr. J. K. Brugler, Jr., Chairman of the Sub-Committee on Educational Methods in Corporation Schools, presented a tentative outline of the report of his Committee. After discussion Mr. Brugler's outline was approved and he was instructed to proceed along the lines indicated.

The Executive Secretary presented a letter from Mr. Sydney W. Ashe, Chairman of the Sub-Committee on Safety and Health, containing an outline of the work which that Committee will undertake prior to the Fifth Annual Convention. The preliminary report was approved. Mr. Ashe also asked for the approval of the Executive Committee to a plan which includes asking industrial physicians to serve on his Committee. Upon motion of Dr. Galloway, seconded by Mr. Dooley, the Executive Secretary was instructed to advise Mr. Ashe that the plan was approved.

The Executive Secretary presented several letters requesting copies of the report of the Sub-Committee on Vocational Guidance. As there are no further copies of this report on hand the Executive Secretary was instructed to advise the writers of such letters that our Association would not be able to comply with their requests.

Mr. F. C. Henderschott, Chairman of the Publications Com-

mittee, reported for that sub-committee, which report was approved.

Recommendations of the Program Committee

As Chairman of the Program Committee, Mr. Henderschott submitted a report containing six recommendations:

First—That a concise statement of what our Association has accomplished to date and a compilation of its present activities and a constructive program of additional work for the future should be prepared and presented to the Association's Policy and Finance Committee with a view to

(a) Informing them what has been accomplished by our Association.

(b) As to the work now being carried on.

(c) To secure their approval for putting into effect such program as may be prepared for the future.

In connection with the third sub-division of the statement the Executive Committee will request the Policy and Finance Committee to make an appeal to all the industrial institutions of this country for support and co-operation.

(a) Because such institutions will directly profit by Class "A" membership in our Association.

(b) Because industry of the United States will be raised to a higher plane, waste will be eliminated, strife avoided and our country will assume a more commanding position industrially among other nations of the world.

The further suggestion was made that if this plan were carried out it will place the stamp of approval of the Policy and Finance Committee upon the work which our Association has done and is now doing and upon the additional activities which it purposes to carry on, which would have a beneficial effect not only in securing new members, but also upon our present membership.

This suggestion was unanimously approved by the Executive Committee and the Executive Secretary, and the Program Committee instructed to carry it out in co-operation with the Policy and Finance Committee.

Second—Because of increasing requests on the part of our members for definite data, should the Executive Secretary prepare definite information covering profit sharing plans, service annuity or retirement pension plans, sick and

death benefit plans, group insurance plans, and present this data in the form of a report to the members of our Association? Should the plan also include definite data which have to do with the relations of employers and employees? This report could be submitted without recommendation and only with the object of being helpful to our member companies in bringing to their attention definite information of what has been accomplished along the lines specified.

Upon motion, the Executive Secretary was instructed to prepare a report covering the four activities specifically mentioned in the suggestion and without comment distribute such a report to the members of our Association.

Third—This suggestion was to the effect that the Program Committee should prepare a booklet which could be used by all local chapters in increasing membership in the parent organization, the object being to insure all local chapters having in their possession definite reasons why membership in our Association is desirable and economically profitable.

This suggestion was approved and referred to the Program Committee in co-operation with the sub-committee on Local Chapters and with the further instructions that the plan be made effective.

Fourth—A suggestion as to the desirability of appointing a sub-committee to assist representatives of our Class "A" members who visit colleges and universities and arrange with students to enter the employ of their respective companies upon graduation; to explain to college professors, college students, etc., the advantages of Class "C" or associate membership in our Association, the object being to bring our Association and the universities into closer co-operation.

This suggestion was approved and referred to the Sub-committee on Special Training Schools.

Fifth—Because of the apparent duplication of effort on the part of the National Civic Federation, the National Safety Council and other organizations of similar character, whose object is the elimination of strife and waste in American industry, the suggestion was made that it might be desirable to ask such organizations to appoint committees to meet with our Committee on Allied Institutions to the end that there might be a more definite understanding of the scope and work

that each Association will undertake with the result that there would be less duplication and better co-operation.

This suggestion was approved by the Executive Committee and referred to the Sub-committee on Allied Institutions.

Sixth—This suggestion is as to the desirability of our Association's undertaking the organization of a separate division which would have as its functions the training of representatives who would visit industrial institutions which might be interested in forming educational courses on behalf of their employees, the object being to furnish trained counsel in the formation and inauguration of educational departments where requested. There is the possibility that this department, if established, might also train men and women to become educational directors in industrial corporations. It is believed that the membership in our Association could be materially increased if there were a source from which corporations could secure educational directors either to institute or to conduct their educational work.

Mr. Dietz suggested that the plan should also include industrial investigators who might make intensive studies looking to the elimination of waste and the introduction of better methods. Services of these investigators might also be at the command of the sub-committees.

After full discussion on the part of the Executive Committee the plan was unanimously approved and referred to the Policy and Finance Committee to provide means for putting the plan into effect as soon as possible.

Hand Book for Buffalo Convention

Mr. Dietz, for the Program Committee, submitted an outline of a "Hand Book" to contain definite information covering all the activities of our Association and to contain all helpful information regarding the fifth annual convention of our Association to be held at Buffalo next June. The Executive Committee approved the plan and requested the Program Committee to proceed with the work and to publish such book in ample time that it might be circulated prior to the Buffalo Convention.

The Executive Committee then adjourned to convene on Tuesday, February 6th, in the Board Room, 8th floor, 15th Street and Irving Place, New York, unless previously called together by President Tily.

NEW MEMBERS

Since the last statement appeared in the BULLETIN the following new members have been received:

Class "A"

Curtis Lumber & Millwork Company—Clinton, Iowa.
Chase Metal Works—Waterbury, Connecticut.
Eli Lilly & Company, Indianapolis, Ind.—Charles J. Lynn,
Class "A" representative.

Class "B"

J. K. Lilly, Jr.—Eli Lilly & Co, Indianapolis.
W. A. Caperton—Eli Lilly & Company, Indianapolis.
Walter F. Cozard—The Mountain States Telephone & Telegraph Company.
John F. Greenawalt—The Mountain States Telephone & Telegraph Company.
Howard T. Vaille—The Mountain States Telephone & Telegraph Company.

Class "C"

Dr. Wayne J. B. Hassarde—Drugless Physician, 917½ W. 8th Avenue, Los Angeles, Cal.
Mr. William Anthony Aery, The Hampton Normal and Agricultural School—Hampton, Va.
Mrs. Evalyn R. Boyd—Marbury Hall, New York City.

COLUMBIA UNIVERSITY BRANCHES OUT

Columbia University announces one of the most elaborate programs of extra mural education in its history. Following out the policy adopted a few years ago by the Extension Teaching Department, the educational advantages of Columbia University are now no longer restricted to the university centre at the campus. Five cities in which the university will give courses under its professors with academic credit where desired, have been selected by Professor James C. Egbert.

The extramural centres will be in Paterson, N. J.; Scranton, Pa.; Springfield, Mass.; Stamford, Conn., and Yonkers. It is also probable that a centre will be established at Bridgeport, Conn., but the plans for that city have not been completed.

History, English, Education, Social Economy, and Geography are among the courses which will be given at the various centres.

"Let others argue—YOU study."

EUROPE'S INDUSTRY UNIMPAIRED BY WAR

Greater Efficiency, Says G. E. Roberts, Formerly Director of the United States Mint, Will More Than Offset Losses

Mr. George E. Roberts, formerly director of the United States Mint, and now a vice-president of the National City Bank of New York, in a recent address stated that it is his belief that industries of the warring European countries will be organized upon a more efficient basis as a result of the war, which is likely to improve economic conditions there to such an extent as to more than offset the losses during the conflict.

"When we look over the situation," said Mr. Roberts, "we see that the amount of productive property destroyed, as compared with the whole amount in the warring countries, is small. Great Britain and Germany are practically untouched, and in some important lines their capacity has been actually increased. The enormous consumption which is going on is for the most part of things of current production. It is a consumption of powder and shell, of motor cars and gasoline, of food and clothing and war supplies. And all over the world, in neutral as well as in the warring countries, there is enormous activity in producing these things.

"The loss of life and the disablement of men, particularly of skilled workers, undoubtedly impair the productive capacity of these countries; but, on the other hand, there are reasons for believing that the experience of the war is having a very pronounced effect upon the whole body of the people. Industry is being reorganized upon a more efficient basis. If the industrial product of Great Britain is increased 10 per cent by improved methods, that will pay the interest on the war debt, provide a sinking fund for the principal, and give a better living to the British people than they have had in the past.

"I cannot get rid of the conviction that there will have to be a period of readjustment for the general business situation soon after the war. There is only way to maintain high wages and that is by increasing the efficiency of industry. We have to convince our own people of the advantages of large scale, economical production, and we have to satisfy our wage-earners that they are interested not in restricting production, but in increasing production. They must be brought to see not only that wages are dependent upon production, but that an increasing supply of all the comforts of life for the masses of the people is dependent upon it."

THE INEFFICIENCY OF OUR RURAL SCHOOLS

J. C. McBrien, School Extension Agent connected with the educational bureau in the Department of Interior, reveals some startling information on the inefficiency existing among the rural school teachers of the United States:

"The rural schools of the United States are in sore need of better qualified teachers. At least one-third of the rural teachers for the country at large have no professional training. The average scholarship of this class of untrained teachers is little more than an eighth-grade education. There are 212,000 one-teacher rural schools in the United States. It is conservative, therefore, to say that there are 70,000 rural teachers in this country with only an elementary education and no professional training. There is one State in the Union that has over 4,000 teachers, with only a seventh-grade education and no professional training, in charge of its rural schools this year. There are several States that number their rural teachers in this class by the thousand, and there are many States that count their rural teachers in this class by the hundred.

"Another third of the rural teachers of the United States have only a limited amount of professional training, and on an average their scholarship is not above the tenth grade, that is, a two-year high school education beyond the eighth grade. There are at least 70,000 teachers in this class. A majority of the remaining one-third of the rural teachers of our country have on the average only a four-year high school education, which includes from one to two years' attendance at a State normal school or the professional work given in the junior and senior years in teacher-training high schools, or several summer terms at summer schools for teachers."

THERE ARE NOW 4,386 public schools in the Philippine Islands and the total enrolment is 621,030. There are 488 American teachers and 10,214 Filipino teachers. Industrial instruction is given for the purpose of improving the conditions of the people and their standards of living.

THE TEXTILE SCHOOLS conducted in Fall River and New Bedford, Mass., have broken the record for attendance this year. More than one thousand students applied for admittance to the evening courses at New Bedford and quite a number of students were turned away, as the capacity of the schools is not great enough to accommodate all applicants.

NEWS ITEMS ABOUT OUR MEMBERS

**PRESIDENT TILY'S PHILOSOPHY AND CONFIDENCE—
WHERE THE MONTHLY BULLETIN GOES—THE
PENNSYLVANIA RAILROAD COMPANY INSTI-
TUTES ADDITIONAL SCHOOLS—EDUCATIONAL
COURSES OF THE NEW YORK EDISON COMPANY—
THE NEW HENRY FORD TRADE SCHOOL—MEET-
ING OF THE SUB-COMMITTEE ON OFFICE WORK
SCHOOLS**

Where the Monthly Bulletin Goes

Our readers will be interested in knowing how widely distributed is the circulation of the BULLETIN. The figures given include 2,840 of the 3,500 published each issue. The additional numbers are sent to industrial institutions believed to be interested in the corporation school movement.

Alabama, 3; Arizona, 23; Arkansas, 2; California, 85; Colorado, 23; Connecticut, 101; Delaware, 7; District of Columbia, 11; Florida, 2; Georgia, 26; Idaho, 10; Illinois, 236; Indiana, 39; Iowa, 14; Kansas, 17; Kentucky, 13; Louisiana, 8; Maine, 4; Maryland, 31; Michigan, 172; Massachusetts, 233; Minnesota, 27; Mississippi, 1; Missouri, 57; Montana, 4; Nebraska, 10; Nevada, 2; New Hampshire, 7; New Jersey, 133; New Mexico, 4; New York, 686; North Carolina, 5; North Dakota, 3; Ohio, 230; Oklahoma, 9; Oregon, 8; Pennsylvania, 420; Rhode Island, 13; South Carolina, 3; South Dakota, 3; Tennessee, 4; Texas, 31; Vermont, 8; Utah, 17; Virginia, 20; Washington, 7; West Virginia, 2; Wisconsin, 27; Wyoming, 1; Australia, 1; Canada, 11; China, 2; England, 9; France, 1; Germany, 1; Greece, 1; India, 2; Japan, 2; Java, 1; Panama, 1; Philippine Islands, 2; Porto Rico, 1; Scotland, 1; South America, 1; Sumatra, 1.

President Tily's Philosophy and Confidence

The Philadelphia *Telegraph* of recent date contains a most excellent photograph of the genial president of our Association, and underneath an interview, which is reproduced here, that all our members may know the philosophy which animates our president and which must ultimately be the philosophy of all good American citizens.

"It will not be long before every great business concern in the country will be taking a benevolent interest in the intellectual improvement of its youthful employes, according to Herbert J.

Tily, General Manager of the Strawbridge & Clothier store, and President of The National Association of Corporation Schools.

"Mr. Tily believes that every important enterprise should do systematic work of this kind. Even if schools have to be maintained at a loss, he thinks this much, at least, can be contributed by the business interests to the general uplift of those young people who are obliged to go out and work. Discussing industrial education today, Mr. Tily said:

"The present system of giving industrial education to young people is a great improvement over the old apprentice system. We still have apprentices, but they are under the tutelage of instructors who are known to be competent in the thing they undertake to teach. In the old days it mattered little whether the teacher was competent and in earnest, and the learner was always the loser.

"Now many industrial and commercial concerns are maintaining systematically organized schools, with courses extending over from two to four years, and with certificates of graduation which are as good in the commercial world as degrees are in the professional world. The present membership of The National Association of Corporation Schools, which represents three billions of capital and three hundred thousand workers, includes all of the representative industrial activities and commercial enterprises in the United States.

"In our own schools, in the Strawbridge & Clothier store, English is the basis of the curriculum. English is the medium through which everything else is taught, therefore it must be taught thoroughly. Also the teaching of English takes along with it an introductory knowledge of various other subjects. Salesmanship is also taught, together with commercial geography, transportation and business practices. A knowledge of textiles—their origin, manufacture and distribution—is also given attention.

"It is my personal opinion that every concern maintaining a school of this type should make it its duty to introduce the pupils to the refining influences—art and music. In our store we endeavor to do this through our choral work. I believe that before long this educational work will spread to all parts of the country, and will be standardized and coordinated. I am willing to give my time and my energy, without reserve, to see this accomplished."

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The Pennsylvania Railroad Company Institutes Additional Schools

The Pennsylvania Railroad Company has recently organized two new Apprentice Schools, one at Meadows, N. J., and the other at Trenton, N. J., bringing the total number of schools to ten. All schools are in direct charge of the Supervisor of Apprentice Schools, at Altoona, Pa. Mr. Paul E. Reinhardt, who was formerly instructor at the Altoona School, is now conducting the new schools. Mr. A. L. Heinemann, instructor at Altoona, is taking Mr. Reinhardt's work, and Mr. Earle Hite, a graduate first-class apprentice from the Altoona Shops, who has been employed in the shops and test department for several years, has been appointed to fill the vacancy caused by Mr. Reinhardt's transfer.

At the present time preparations are being made to establish a similar school at Baltimore, Md., so that by the time this school is in operation, apprentice school instruction will be established on Lines East at all shops employing apprentices.

Promotions in the Sales School of The Goodyear Tire and Rubber Company

Mr. F. F. Dugan, formerly head instructor in the Sales School of The Goodyear Tire and Rubber Company, has been promoted to the position of Assistant Manager, Salesmen's Department, and Mr. C. B. Peschmann, formerly a salesman for the Company at Newark, N. J., has been given charge of the Company's Sales School at Akron, Ohio.

The Goodyear Company has been conducting a school for its salesmen for a number of years with such satisfactory results that it is now making plans for further development.

In the new office building, just being erected, a completely equipped schoolroom will be installed. Instruction will consist of close study of the Company's products and policies, and will also include mock sales and demonstration day work.

It is planned to have the course cover a period of about one month, during which time an accurate record will be kept of each salesman's work. Written examinations will be given, and a record of these, together with the grades made in the native ability tests given the salesman at the time of his employment (Professor Walter Dill Scott's idea of vocational selection of salesmen), will be kept on file at the Company's office. This information will prove invaluable when following up a particular salesman's record, and in determining whether or not the systems being used are accurate.

"Surveying My Day," by H. A. Hopf

The BULLETIN is in receipt of a neatly bound copy of an address delivered before the Convention of Field Men of the Phoenix Mutual Life Insurance Company, by Harry A. Hopf, the Class "A" representative of that Company in our Association. The title of the address is "Surveying My Day." On the title page this quotation appears: "It is a fine thought that man-building must precede salesman-building, and that in the development of the man lies the greatest assurance of success in the vocation of salesman." A foreword has been added by Mr. John M. Holcombe, President of the Company. It is reproduced here, as it shows that Mr. Holcombe is an executive who appreciates the value of training in the development of the individual:

"The business of life insurance requires, on the part of those engaged in it, the application of the best powers of mind and body. To achieve the greatest degree of success, these powers must be trained and developed in equal measure, and neither the mental nor the physical may be neglected without exacting a penalty in the long run.

"'Surveying My Day' is in effect a review of the forces which are constantly at work throughout the daily activities of the life insurance salesman. The suggestions contained in this address are commended to the thoughtful consideration of those upon whom rests the responsibility of their own future welfare, as well as that of the Company."

Copies of the booklet may be had by writing directly to Mr. Hopf in care of his Company at Hartford.

Rapid Progress in the Goodyear Factory School, as Shown by the Goodyear "Wing Foot Clan"

"The Factory School has almost passed the school stage and is a young college. Since the first of the year there have been over 1,200 students enrolled in the classes, and at the present time there are 515 taking the work. One hundred of these are aliens. Ninety-five classes are heard each week, some of them starting as early as 6:30 o'clock in the morning and others not finishing until 10:15 o'clock in the evening—a use of the schools which has gone even the Gary system 'one better.' Classes are held five days of the week, and besides Manager Craigmile, eight instructors are kept busy looking after the work."

General Electric's Evening Courses at Union College

Mr. George H. Pfeif, Secretary of the Educational Committee of the General Electric Company, sends to the BULLETIN a

pamphlet outlining the evening courses at Union College, Schenectady. These courses were arranged in co-operation with the Educational Committee of the General Electric Company. In connection with these courses the following announcement appears:

"The General Electric Company, realizing that many of its employees would welcome opportunities for advanced education, or for reviewing subjects previously studied, has arranged with the faculty of Union College to offer evening courses in Mathematics, Physics, Chemistry, English and Economics.

"The purpose of these courses is to give a good general knowledge of the subjects from a practical viewpoint, with problems directly relating to the work in which the Company's employees are interested.

"Classes in each course will be held weekly, beginning October 2, 1916, and will include thirty sessions of about one and one-half hours.

"A fee of \$10 will be charged for each course, payable in advance to the course leader, or to the Union College bursar. Employees attending eighty per cent of the sessions will receive a refund of \$5 at the completion of the course."

A Suggested Exchange of House Organs

Mr. C. E. Fitzpatrick, Employment Manager and Class "A" representative in our Association of the Charles William Stores, sends the following suggestion, which is here published in the *BULLETIN*, that all members who are interested may co-operate in the plan:

"I recently received from some of the Class 'A' members of the Association copies of their House Organ. They have been extremely interesting and instructive. Would it not be worth while to encourage a systematic exchange of literature of this kind between Class 'A' members of our organization?

"As for myself, I am writing each Class 'A' member asking them if they will be kind enough to put us upon the mailing list of their House Organ, volunteering to do the same thing for them should they desire."

Meeting of Committee on Office Work Schools

The second meeting of the sub-committee on Office Work Schools was held December 4, 1916, at the offices of the New York Edison Company. The following members of the committee were present:

R. H. Puffer, Larkin Co., Buffalo, N. Y., Chairman; J. T. Scanlon, Standard Fashion Co., New York, N. Y.; J. W. Schulze, Robt. H. Ingersoll & Bros., New York, N. Y.; C. E. Fitzpatrick, The Charles William Stores, Brooklyn, N. Y.

It was the consensus of opinion among the members of the Office Work Schools Committee that the work done by previous committees had been excellent, but that the information supplied had been more beneficial to members with large offices than to members with offices of the average size.

For this reason it seemed practicable to devote the efforts of the committee this year to a study of the activities of the Office Work School in offices of average size.

Some offices are not large enough to warrant the organization of an Office School, such as is maintained by companies with large office forces, but all offices are large enough to spend some time in developing a standardized method of teaching.

In view of these facts, the committee decided to study the following subjects:

1. To determine if class-room instruction is feasible for the office of average size.
2. If so, to suggest ways of putting such a plan into operation in offices of average size.
3. If not, to suggest in detail other methods of teaching employees.

Yours truly,

R. H. PUFFER,
Chairman of Committee on Office Work Schools.

The New Henry Ford Trade School

The Worcester, Massachusetts, *Telegram* contains an article which says that Henry Ford, President of the Ford Motor Company, is building a training school for boys at his new plant in Highland Park, Detroit. Fifteen hundred boys will be taught by skilled tutors and mechanics.

Not the least of the company's plans for the coming year is the one which includes a training school for boys, a school for the boys who never have had a chance. Its object will be to make skilled workmen of the lads who outgrow their occupations and are thrown on the world without a trade. Fifteen hundred boys, between 14 and 18 years of age, will be enrolled the first term, and after the new departure is in full operation, it is hoped 2,000 pupils will graduate each year.

The course will consist of two hours in the school room and five in mechanical training, and for every hour at the bench or machine the boy will be paid for his labor. It is part of Mr. Ford's plan to make the boy see, by utilizing his products, that the work of skilled hands commands a high value.

"The trouble with most manual training schools or technical schools," said Mr. Ford, "is that the boy never gets into the heart of his work because he knows that in the end it is not used. The products of his hands have no real market value after they are finished, the boy knows it, and, consequently, he loses the most valuable part of the lesson.

"I want to take these boys, teach them to make small parts, instruct them in the operation of machines, and while doing it give them a sense of responsibility by utilizing their product.

"We do not intend to overlook their school work. Some of them probably will need to be taught to read, write and spell. Wherever we find that this is necessary we will give them such a course. Those who are ready will be given courses in mathematics and drawing, specially chosen with the idea of assisting them in their work."

The plan has been discussed with the heads of Detroit's public school system and with other educators. It meets with their approval and commendation. The boys it will reach are, for the most part, the ones the public schools lose entirely.

Competent instructors will be employed in all branches of work taught, both in the schoolroom and the technical training shops. The course will be varied in each case, with particular attention to the capabilities of the student.

Individual instruction will be one of the strongest points, and no boy will leave the school with a knowledge of merely one or two mechanical operations. The bench work is to be diversified in such a manner that every student will receive general training.

The school is to be incorporated under the name of the Henry Ford Trade School. It will become an integral part of the activities of the Ford Motor Co., and will be watched with the keenest interest by the heads of the concern. Both Mr. Ford and his associates expect great things from it.

Educational and Industrial Co-operation in Bridgeport

The Bridgeport, Connecticut, *Standard* contains the following account of the educational work done on behalf of the Standard Manufacturing Company of that city, which Company has class "A" membership in our Association:

"Pointing the way for a general extension of industrial training throughout all the schools of the city, the Standard Manufacturing Company, with the permission of the Board of Education, has resumed its evening school for ambitious apprentices in the Read school. The course consists of mechanical drawing and shop mathematics. This is the fourth year that the Standard Manufacturing Company has offered the course to its employes, and this year employes of the Parsons' Foundry Company have been given permission to take the course.

"The inauguration of the course in one of the grammar schools near the plant from which the evening students come is considered significant, and shows a need for similar courses held evenings in schools near other plants of this city. The board of education provides an evening course in mechanical drawing in the old High School, but no other industrial training is given. Superintendent Slawson has admitted that there is a demand for such training in all parts of the city, but has stated that the present equipment at the disposal of the school department for mechanical and industrial training is inadequate for any comprehensive system of evening courses.

"In the evening school conducted by the Standard Manufacturing Company in the Read school, sessions are held three times a week, on Monday, Wednesday and Friday evenings. The instructors are Messrs. Henderson and Cummings."

Educational Courses of The New York Edison Company

Perhaps no other industrial institution, in the United States at least, has developed educational courses on behalf of its employes to as great an extent as The New York Edison Company.

This company maintains three completely equipped schools, the three being: the Technical School, which consists of five courses in electrical engineering, and was one of the first corporation schools in the United States; in 1911 the Commercial School, which this company conducts on behalf of its employes, was instituted, and in 1912 their Accounting School offered its first courses. In the latter school there are three courses—practice of bookkeeping based on mercantile transactions is taught the first year; the second year the principles of accounting, and the third year public utility accounting.

In the Commercial School there are seventeen courses, only one of which supplements the work given in the public schools of New York. The class to which instruction is given in preparatory

subjects studies English Composition, American History, Commercial Geography, Practical Arithmetic, Civil Government and Citizenship and Health Topics. This course is given only to the employees who are deficient in their elementary education.

The following courses are given in the first-year term of the regular Commercial School work:

- Course I—History and Development of Electricity.
- Course II—Advantages of Central Station Service.
- Course III—Basic Principles of Individual Efficiency.
- Course IV—Effective Speaking and Correspondence.
- Course V—Electrical Appliances.

The second-year courses are given in:

Course VI—Hygiene, Health, Recreation and the Elements of Psychology.

Course VII—Basic Principles of Salesmanship and Their Relation to Business Building.

Course VIII—Policy and the Organization of The New York Edison Company.

Graduates of the regular first and second year term receive certificates, which bear the company's seal and the signature of the General Commercial Manager. Over one-half of the employees of the Commercial Department now hold certificates of graduation from the company's Commercial School.

In addition to the Preparatory Course and the courses of the first and second year terms, the following special courses are given by the Commercial School:

- Course for Stenographers.
- Course for Telephone Operators.
- Course on Effective Telephoning.
- Course for Junior Clerks.
- Course on Office Work Instruction.
- Course on Personal Hygiene (women only).

All of these courses are given on company time, and enrolment and attendance is compulsory.

There are two optional courses which are conducted evenings, namely, a course in Effective Public Speaking and a course in Pure Psychology.

To further its educational activities, The New York Edison Company has now instituted courses for its colored porters and showroom maids. In this course the following subjects will be

taught: English, Physical Geography, Arithmetic, Civics and Citizenship, United States History and Personal Hygiene. Enrolment in these courses will be compulsory, as they will be given on company time.

The educational courses of this company are now sufficiently comprehensive to include every employe of the company, and the enrolment in the three schools this year, out of a total of six thousand employes, is in excess of one thousand.

A Consulting and Advisory Service

It has been the custom of the Executive Secretary to refer inquiries for specific instruction, when possible, to the chairman of the sub-committee which is covering the subject upon which information is requested. Such an inquiry was recently referred to Mr. Sydney W. Ashe, chairman of the sub-committee on Safety and Health. Mr. Ashe was able to answer the inquiry satisfactorily and also approved the idea. A letter from Mr. Ashe to the Executive Secretary contains the following paragraphs:

"I really feel that this idea of yours of referring these inquiries to the various committees, where our Class A members can receive what is equivalent to a Consulting and Advisory Service on their specific problems, is really one of the greatest assets which The National Association of Corporation Schools has to offer.

"I realize that you have undoubtedly referred to this matter several times in your Association BULLETIN, but nevertheless, it would do no harm to emphasize this point frequently, namely, that no matter what the educational problems may be that our members are interested in, there are enough specialists in our Association to be able to advise intelligently on almost any question that might arise and would be glad to do it with a view to furthering the general interest in this work."

Add to Your List of Helpful Books

It has been the practice of the Executive Secretary's office to advise our members of books which might be of interest to all or a portion of our membership. A new book which should prove helpful to at least a portion of our members has been issued by the H. M. Rowe Company, of Baltimore, "Dictation Course in Business Literature." The book is written by Charles G. Reigner, A.B., Instructor in Shorthand and English of the Westinghouse

High School at Pittsburgh. From the preface we take the following quotation:

"In recent years particular attention has been given to improving the language, style, and composition of business letters. The type of letter which is composed largely of stock phrases is gradually disappearing, and in its stead much of modern business letter-writing is characterized by distinct literary quality and merit. Indeed, we now have what may be termed the 'literature of business.'

"The object of this text is to supply a dictation course in business literature that will not only develop shorthand speed, but will also give the student a training that will enable him to use the language effectively for general purposes." Copies of the book may be secured directly from the H. M. Rowe Company.

NOTES

President Tily has appointed Miss Ella A. Busch, a teacher in the public schools of New York City, who is specializing in industrial education, a member of the sub-committee on Educational Methods in Corporation Schools. Dr. John F. Crowell, Executive Officer of the Chamber of Commerce of New York City, has also been appointed a member of this sub-committee. Both are Class "C" members of our Association.

The Vocational Guidance Committee met at Hartford, Conn., on December 7th, in the office of Mr. H. A. Hopf, of the Phoenix Mutual Life Insurance Company. Following the plan outlined by the committee, meetings are held at different places to meet the convenience of members. This committee is very active, and this year they promise a report fully as interesting as the report made by that committee at the Pittsburgh Convention.

The Goodyear Tire and Rubber Company has an established custom of presenting each of its employes with a Christmas dollar. Last year this company made arrangements by which its employes could secure a subscription to any of the high-grade magazines in lieu of the dollar. It is gratifying to learn that most of the employes preferred the magazine to the dollar.

In accordance with the action of the Executive Committee at its December meeting, Mr. S. W. Ashe, Chairman of the Sub-committee on Safety and Health, has invited Dr. C. A. Lauffer,

of the Westinghouse Electric and Manufacturing Company, and Dr. F. L. Hoffman, Statistician of the Prudential Insurance Company of America, to accept membership on his sub-committee. Both are members of the National Association of Industrial Physicians.

Dr. Louis I. Dublin, Statistician of the Metropolitan Life Insurance Company, has issued two additional pamphlets, one of which is in connection with the United States Public Health Service, and entitled "A Sickness Survey of North Carolina." The other pamphlet is entitled "A Sickness Survey of Boston, Mass." In connection with the latter pamphlet, Dr. Lee K. Frankel, Sixth Vice-President of the Company, co-operated with Dr. Dublin. These pamphlets may be secured from the Metropolitan Life Insurance Company. They contain much valuable information to those interested in the subject of health, both from an industrial and from the community standpoint.

No fanfare of trumpets nor fervid oratory marked the founding of the Eastman Kodak Company's School, yet over 500 students started work, spurred on by an earnest desire to take advantage of this new education offered to them. The account in the *Kodak Park Bulletin*, describing the opening of the school, contains this clause: "Kodak classes are just groups for mutual help, the students helping the instructor by telling him what they want and need, while the instructor co-operates by meeting that need. There is every reason to believe that this will work greatly to the advantage of everyone."

THE EDUCATIONAL PROGRAM OF A DEMOCRACY

Education—using the term in no narrow or pedantic sense—is the chief business of a democracy. Because it comprehends every human interest and may be made to minister to every human need, it must be made accessible and free. It is not alone for the gifted nor for any special or privileged class. For most people (above the elementary grades) it must be predominantly vocational in order that for them it may be truly cultural. All professional training must aim at social service. Education must be controlled by all the people in the interests of all the people, and it must be a continuing, life-long process. Thus only may we as individuals and as a nation come into full possession of the spiritual inheritance of a free people.—Ambrose L. Suhrie, University of Pennsylvania.

TO DEMOCRATIZE GERMAN SCHOOLS

The Minister of Education Has Planned a New Order of Things That Will Make Access to High School Education Easier for the Working Children

Raymond E. Swing, the staff correspondent of the *New York Globe* and the *Chicago Daily News*, in Berlin, sends the following information to his papers:

"The next official publication of the minister of education in Prussia will contain the text of a new order making it easier for common school pupils to enter the higher schools. This order is the beginning of reform in the Prussian school system, and will be followed by measures even more drastic. The program is to democratize Prussian schools in so far as it is compatible with actual conditions.

"German schools, famous in one direction, have been disliked in another. The continuation schools of Prussia, Bavaria and Baden have been the models for similar schools throughout the world, and the ideas developed in the schools of training boys and girls for specific service have even penetrated to America, where the continuation and trade school movement is growing.

"But the complaint has been raised against the German school that it is undemocratic. The German school is divided by caste. The 'volksschule' is free. The 'realschule' requires tuition. The common or 'volksschule' is the school of the people. Pupils who have finished their courses do not, as in America, face the opportunity of entering high schools and later state-supported colleges. A volksschule education embraces the years allotted in America to the eight grades, and there it stops. Only by taking special tutoring and passing strict examinations could a common-school pupil get the 'higher' education.

Schools Help Caste System

"Pupils born of families who could afford the so-called 'realschule' went first to a preparatory school, then to the 'realschule' and from the grades into the 'oberrealschule' or to the 'gymnasium,' and thence to the university. Even in the elementary schools the distinction was made and the future of the pupil determined.

"The obvious consequences of this dual system has been to divide German children into two groups, the majority group, comprising millions who are condemned to nothing but the common

school elementary education, and the smaller group, including those who by the fortunes of birth are economically enabled to pay high tuition and thus get a complete education.

"The cry in Germany has been for the 'einheitsschule' or the single elementary school, to be attended, as in America, by all children irrespective of their future education or lack of it. The enemies of the literal fulfilment of this ideal are many, and they contend, with much justice, that to open the universities to the whole people would be to flood Germany with professional men to a number away beyond the need. Already in Germany there are more lawyers, physicians and scholars than the country can support.

"But the enemies of the dual school system have been more numerous than the enemies of the single school, their objections being based on the fundamental evil of the caste system in education.

"The new order of the Prussian education minister is a great victory for the friends of democratic education.

"I inquired at the ministry just to what extent the new order will change conditions, and was informed that this order was only the beginning of a far more extensive reform. It is impossible to predict its effect. The order prescribes the studies in the preparatory tuition schools which prepare children for their examinations before entering the 'realschule.' It makes such specifications that a common school pupil will be able to compete on the basis of his common school training with the pupil who has attended a tuitional preparatory school. The nine years' 'realschule' is only begun at the age of nine, the 'volksschule' and the preparatory school at six.

"I was told at the ministry that the distinction of previous training being done away with, the gifted common school pupil would stand practically on the level with the "better born" pupil, because nearly all cities and schools have funds for assisting gifted common school pupils through the higher schools. Not only have many private funds and scholarships been donated, but one-tenth of all tuition money collected by the state is devoted to paying the tuition of the 'volkschueler' attending the upper school.

Many Want Higher Education

"The desire for higher education is felt keenly in Germany, and even in the face of all the difficulties raised by the Prussian school caste system the number of children from families of small means who get into the higher schools and universities is

large. The statistics show that of 100 per cent of 'realschule' pupils only 17 per cent come from families of the so-called 'upper class,' 17 per cent come from families of unskilled laboring men, while 66 per cent are from the so-called 'middle class,' composed of skilled labor, lesser officials, small tradesmen, clerks and the like.

"If these have been able to supply most of pupils in the higher schools, and with the laboring class have supplied 83 per cent, the new change is sure to make this number ever greater.

"The chancellor, von Bethmann-Hollweg, in a recent speech in the Reichstag, harked back to the century-old slogan, 'Freie bahn fuer all tuechtigen'—an open road for all the efficient. Many radicals were disappointed to hear this vague phrase applied to German conditions at a time when so many wished a clear and unmistakable program of internal reform. The new school order is a beginning of actualities in the right direction. No nation whose schools make a caste distinction among children at the age of six can pretend that it offers an equality of opportunity, which, after all, is the ideal of the state in the American mind to-day. Many friends of Germany will gladly greet the new school order and watch eagerly for the promised extension."

COLLEGE MEN MAKE FARMS PAY

Wicks Committee Finds Education Surest Road to Success With Soil

Only one-third of the farmers of this country are making money, according to statements made during the past week to the members of the Wicks investigating committee, which has been holding sessions at the College of Agriculture in Ithaca, N. Y. Of the rest one-third would be better off financially if they would place what money they have at 5 per cent interest and hire out as farm laborers. Another third is just about breaking even.

Statistics placed at the disposal of the committee revealed that the high-school graduate makes his acres pay twice as well as the man who never went beyond grammar school, while the college man makes three times as much.

"The greatest thought of this century is the transference of value from property to the human being."—Professor Roscoe Pound of Harvard University.

"For digging graves a whiskey glass beats a shovel."

PROGRESS OF EDUCATION IN THE UNITED STATES

Professor Mosiah Hall, of the University of Utah, Declares the Chief Business of a Democratic Government Is the Education of Its Citizens.

Mr. Mosiah Hall, Associate Professor of Education at the University of Utah, in a recent contribution to the press, declares that "the chief business of a democratic government is the education of its citizens." He points out that "only through the development of intelligence and efficiency can a 'free people hope to remain free.'" He also emphasizes the fact that "even when opportunity is assured, the only certain means to success are knowledge and skill." Because of these facts, which are universally acknowledged as true, Mr. Hall believes that "increased time, effort and means ought to be devoted to the work of training for efficiency and educating for higher citizenship."

Mr. Hall next turns his attention to what he characterizes as the "great middle class, which constitutes the bulk of population," and he asserts that this class must be trained to do its work with increased ease and skill. "Upon this great class the United States must always rely both in times of peace and war. It may be called the great balance wheel, which keeps constant the entire national life."

Mr. Hall's opinions are interesting in view of the recently expressed belief by a leading educator of the West that to educate the great middle class for industrial or business pursuits would rob this class of boys and girls of their rightful heritage to positions of honor, respect and authority.

Occasionally this viewpoint crops out, the idea being that once the mind of the boy or girl is trained for industrial pursuits he or she will not strive through cultivation of thought or study to rise to the higher callings and standards. Of course, this viewpoint is refuted in every city, town and village throughout the country, but it is still expressed occasionally by the ultra champion of "cultural" education.

It requires but an investigation among those who are holding the important positions, not only in industry but in the arts, sciences and professions as well, to determine once and for all that training in liberal arts or in business pursuits is an advantage rather than a handicap.

Mr. Hall has gone into his subject thoroughly. After quoting the average yearly wage of the earners of the United States

he adds. "Even an elementary education adds materially to the earning capacity of the people." In this connection he quotes the Federal Commissioner of Education as proof that the average length of time that the children of the United States attend school is but five and a half years, and that the people of our country spend annually in the manufacture and consumption of alcoholic liquors four dollars to one spent for elementary education, and two dollars for tobacco and drugs to one dollar spent for the children in the schools.

Mr. Hall concludes that there is nothing in the present educational condition of which we may feel proud, and he gives a further list of items in which the national expenditures yearly are as much as the amounts paid for elementary education. This list includes coffee and tea; confectionery, soft drinks and cosmetics; the upkeep of automobiles; moving picture shows and also the maintenance of the army and navy. Each of the above classifications of items commands as much outlay yearly as is spent for elementary education in the United States.

Mr. Hall gives the annual expenditure for elementary education as a half billion dollars, but does not give the source of his authority for this statement.

Continuing the discussion, he points out that last year the agricultural production reached the enormous sum of nearly ten billion dollars; the value of manufactured products was over twenty billions, and the amount produced from the mines, the livestock industry, and used for transportation, was so great as to be incomprehensible. The poultry industry alone yields over \$600,000,000 per year, considerably more than the amount used for elementary education and almost as much as the total expenditure for education in our country.

Careful investigation has shown that a high school education doubles the earning capacity of the individual, but at the present time less than two per cent of the total population is being trained in these schools, hence the problem of generally increased efficiency cannot be left to this agency.

With respect to higher education, the common charge that too many people are receiving a college education is not well founded. About 200,000 men and women are in attendance in the colleges and universities of the country and another 100,000 in the professional and higher technical institutions. This is but three out of every thousand of population. Since most of our experts and leaders in all departments of endeavor and of business enterprises are college graduates, it is evident that the supply

is far below the demand. From all of which it may be seen that education in the United States is far from universal, and that the amount of money being spent for the schools is comparatively insignificant.

The schools as now constituted cannot solve the problem of general efficiency and assure to the masses an adequate wage. A national system of vocational and trade schools seems, therefore, to be imperative.

While it cannot be denied that Mr. Hall has drawn a picture which is true to life, the situation is not as hopeless as it might seem on first analysis. All over the country, in every state, municipality and almost every village, educational activities are on the increase. For example, with the approval of Governor Fielder, Calvin M. Kendall, Commissioner of Education of New Jersey, recently addressed a communication to the clergy and the people of that State urging the observance of October 8th as Educational Sunday; schools with their classes, both academic and industrial, have come into existence in almost every hamlet, and many societies have taken up the problem of education and are giving the matter serious attention. County fairs now include their educational exhibits and educational days. The boys' "corn clubs" throughout the country and the girls' "canning clubs" are further indications of the growing recognition of the importance of education as a feature in not only an individual's success but in national prestige and welfare.

The public schools are being criticised today as never before, and the higher or secondary institutions of learning are gradually changing their curriculums to include a larger degree of education on behalf of the masses.

The outlook is indeed both bright and cheerful. If the movement progresses as rapidly during the coming ten years as it has advanced during the past three years the United States will have assumed a position among the other nations of the world beyond the present dreams of the most optimistic.

"By the use of an hour's time each day, you may become more broadly cultured and more highly educated than the finest scholars of half a century ago."—*Mary Hope*.

"Responsibilities gravitate to the person who can shoulder them, and power flows to the man who knows how."—*Elbert Hubbard*.

HENRY FORD'S RECIPE FOR SUCCESS

"There Is One Principle that a Man Must Follow If He Wishes to Succeed, and that Is to Understand Human Nature."

The Ford Motor Company is a Class "A" member of our Association, and, for this reason as well as for other reasons, the principles which underlie the success of this company are of interest to BULLETIN readers.

Mr. Ford recently contributed an article to *System* magazine in which he set forth his convictions as to how he made a success of his business.

"There is one principle which a man must follow if he wishes to succeed, and that is to understand human nature," said Mr. Ford. "I am convinced by my own experience, and by that of others, that if there is any secret of success it lies in the ability to get another person's point of view and see things from his angle as well as from your own.

"It makes no difference if a man employs ten men or ten thousand, the success of his business will be in direct proportion to his understanding of human nature. I would even go so far as to say that this faculty is the business man's greatest asset.

"It is easy enough to say: 'Understand human nature,' but it takes a lot of hard and constant thinking really to get at the significance of that remark."

Why it Pays an Employer to "Take Thought" of His Employees

"What do I mean by saying that success depends upon the ability to understand people? Well, in the first place, an employer must understand the people working for him. He must not make the mistake of thinking of them as units of wage earners or as being in any way different from himself. If he is going to get their best work and effort, their interest, and consequently the best results in his business, he has got to realize that he has human beings working for him who have the same ambitions and desires that he has.

"Every one of us, no matter who or what we are, wants to succeed. Now, when an employer begins to see his employees in this light, he has gone a long way toward success in business, for what happens? He begins instinctively to understand that the success of his workmen and the success of his business are tied up together, and he will begin to wonder how his men can best succeed in his business.

"He will discover that one man can do one thing better than another, or one group of men, and they will be shifted to that particular kind of work. And just notice what is happening in that business organization; the employer is specializing, he is getting the right people in the right place, where they can work to the best advantage, not only to themselves but to the whole business. Don't ever forget that the welfare of any business and the welfare of the individual workers are just as closely related to one another as the law of cause and effect. This is the law of cause and effect of business.

"And, after all, this is simply common-sense. There is no denying that a man who works with enthusiasm and interest is going to earn a lot more for his employer than the man who is indifferent and discouraged, if only the employer will give him a chance.

"I wish I could say to every employer in the country: Remember that your workmen are human beings, with ambition to succeed exactly like yourself. Give them a chance in your business to serve their own self-interest in serving yours. Make them valuable to you by giving them a chance to become valuable to themselves. There is no way under the sun to get valuable employees except by giving them a chance to get ahead for themselves.

"Now, you can't fool anyone along this line. A man may have a lot of fine talk about having the interests of his workmen at heart, but if it is not there in fact and deed, his men will know it and he will not get their support.

"It is the easiest thing in the world to inspire this loyalty, but it's not to be done by any trick. It's simply a matter of honest, sincere understanding of the workman's interests, a recognition of his ambitions as a human being. If your men feel that is your attitude toward them they will do their best work every hour of the day."

What Does "Serving the Public" Really Mean?

"The trouble with a great many of us in the business world is that we are thinking hardest of all about the dollars we want to make. Now, that is the wrong idea right at the start.

"If people go into business with the idea that they are going to serve the public and their employees as well as themselves, they would be assured of success from the very start. Everything connected with such a business enterprise would work toward its success, and the money would come in without any worry on the part of anyone."

Mr. Ford points out that the successful man must make the public serve him in serving itself.

"By that I mean he must render the public a genuine service in selling it his products.

"I tell you that the man who has this idea of service in his business will never need to worry about his profits. The money is bound to come. This idea of service in business is the biggest guarantee of success that any man can have.

"One of the first things that a man has to learn in business is how little he can do by himself. When he finds that out he begins to look around for people to do what he can't. He begins to study people, he begins to see that everyone has something good in him, and he begins to co-operate with the good qualities in the people about him.

"I believe in this idea of co-operation in business, and I believe in big business organization. The bigger the business the bigger the chance to harness up a lot of people with special ability. And in this idea of specialization lies the chance of perfection, and perfection means success.

"The more you think about anything, the more you understand it; you get special information about it; and the more special information you have the better you are equipped to meet competition. It's the man who is the ablest specialist in his line who wins the biggest success.

"All that we are is the result of what we have thought." Some of the philosophy above is explained by this thought, and Mr. Ford seems to have had this strongly in mind when he wrote.

"I can't say too often that it is thinking that counts in business," he continues. "A man who wants to get ahead must be thinking about everything that comes his way: about the people he employs, the people he works with, the people to whom he sells.

"Everything in this world is tied up in one way or another with everything else, and a man can get a million side lights on his own specialty if he always is awake to its relationship with the rest of the world. Everything in the successful business is evolved by thinking, everything starts with a thought; and this habit of analysis, this ability to get under the surface of things, to get at the vital essentials, gives a man a tremendous advantage over those of his competitors who do not do likewise.

"There is not one single detail in business today but can be improved by thinking. We have not reached perfection in any line. Improvement means increased success, and improvement is the result of thinking. The great trouble in business today is that

most people are so busy doing a variety of things that they have not time to get a real grip on any one thing.

"Now, weeds are a very good illustration of what I have been saying about business. For centuries people have been thinking that weeds were perfectly useless. Farmers have spent time and money pulling them up, burning them up, anything to get rid of them."

Do Business Men Think and Read as Much as They Should?

"But now comes along a man who has been thinking about weeds, analyzing and experimenting, and what does he find out? That weeds are the best fertilizer for the soil, and that instead of spending money to enrich his fields, all the farmer has to do is to plow the weeds under!

"Think of all the money that has been spent, the time wasted, in destroying weeds which contain the very chemicals the farmer has been buying in the form of fertilizers! And all because the farmer took it for granted that weeds were his enemy and never stopped to do some special thinking!

"Now, this principle of specialization applies to the small employer just as well as to the large. If a small manufacturer begins to do some special thinking he will get big ideas about his work, and as he follows those up in practice his business will grow accordingly.

"I started that way. I had an idea and I thought about it. I kept on thinking, and I'm still thinking.

"Why, the first man I ever hired was a fellow I knew. He's still with me. Why did I hire that particular man? Because I knew him, I knew what he could do. I saw that he had something that I needed. Cooperation, you see, but on a small scale.

"The boy we hired to run errands and sweep out the shop is now our head chemist. I didn't hire him with any idea that he could be a chemist. He didn't know anything about chemistry when I hired him. But I got to know him while he was working around the shop. As business grew he had more to do. He naturally grew as he had more to do.

"I found out that there were certain things he could do better than others, and I put him on those jobs. Then the time came when we needed someone to make steel tests. We found that the steel we were getting was not always up to the samples.

"So he was sent down to the mills to learn all about steel and how to analyze it and make the tests. He began to do some of this special thinking I have been talking about.

"He still is. He has found out a lot of things we never knew about steel. Special thinking, that's what it has been from the start with us. Anyone else can do the same thing if he works the same way.

"My advice to every business man is to read a lot and think a lot and work a lot. If he will think and think and keep on thinking, and follow up his thinking with work, he is certain to succeed.

"But he must not fail to think about people as well as things. He must understand human nature, as I said at the start. And the best way to understand human nature is to be friendly toward people. Everyone has some good in him, and the man that has that attitude toward people will find their good qualities, and it's those qualities he wants to use in his business."

Why Criticism Is Valuable to the Business Man

"And one thing more. No business man ought to be afraid of criticism. Just as sure as he tries to do anything different, he will stir up a lot of criticism.

"But criticism is exactly like those weeds I was talking about—full of valuable fertilization. Just plow it under and let it fertilize your thinking. Criticism is the best educator in the world. Everything I have learned has been through criticism and the thinking it induced in me."

TO HELP IN ENGLISH BUSINESS TRAINING

The Lord Mayor of London states that the council of the Lord Kitchener National Memorial Fund has resolved to found a number of scholarships which will enable young Britons destined for a commercial career to travel, study, and gain business experience. The scholarships will be continued from year to year for all time and will be of the annual value of about £150 (\$730) each. It is pointed out that after the war there will inevitably be a great increase of British trade, and many firms in the large industrial centres will find themselves in need of clerks, travelers and technical experts familiar with the languages and the business methods of these countries. This need the scholarship project will help to meet. In developing it, the council has been advised by business men and educational experts so that the plan may be carried through with the highest degree of efficiency.

"The dictionary and encyclopedia are fascinating books."

PSYCHOLOGY AS AN AID TO VOCATIONAL GUIDANCE

Helen Thompson Woolley, Head of the Only Psychology Laboratory Connected with the Public School System, Writes of the Experience Gained

Helen Thompson Woolley has contributed to the *Survey* an article containing the knowledge gained during the five years since the Vocational Bureau connected with the Cincinnati public school system was organized.

Based upon the work of the Bureau, she has been able to reach certain definite conclusions. First, that psychology alone cannot decide minutely just what occupation each child should follow. Second, that the children that leave school between the ages of 14 and 16 are inferior mentally to those who remain in school.

"In Cincinnati, when the age for leaving school was fourteen years, only from 15 to 22 per cent of those who left school under sixteen years during the years 1910-1913 had completed the eighth grade. The percentage of retardation was 66 among those who left school under sixteen years, but only 30 per cent for those who remained in school. Under the law of 1913, whereby boys are required to be fifteen years and girls sixteen years before they leave school, the proportion of those who have completed the eighth grade is still only 40 per cent, and the percentage of retardation has risen to over 80 per cent. However, not everyone is ready to accept the evidence of retardation in school as a proof of inferior mental ability. Retardation in school, it is argued, may be due to poor health, to bad conditions, or to a kind of teaching which is not suited to certain types of mind. Those who drop out early may be not the inferior ones, but the unfortunates, or the misfits.

"Laboratory tests, everyone agrees, measure native ability to a greater extent that they do school training. The specific problem in Cincinnati was to determine whether the difference in mental calibre between children who left school and those who remained persisted year after year. Accordingly, two groups of about 800 children each were tested in the psychological laboratory in the years 1911-1912. Both groups were native-born white children fourteen years of age. One was composed of children who were just taking out employment certificates and the other of children who were intending to remain in school. To make the two groups as comparable as possible, the school children were

taken from the schools in industrial districts which were furnishing the greatest number of working children. Each of these groups is being retested from year to year up to nineteen years of age.

"Although the laboratory is now finishing the fifth annual test of the working group and the third and fourth of the school group, only the tests for the first two years (at fourteen and fifteen years) are all evaluated and summed up so that a comparison of the groups can be made. The differences are very striking and very uniform. The school group is superior to the working group in every mental and physical capacity measured. This is true at fourteen years, when both groups are really school children. The difference holds for both sexes, though it is more striking for the boys than for the girls. The superiority of the school group is greater at fifteen years than it was at fourteen.

"In addition to the marked differences in grade of mental ability between working children and school children, we are demonstrating that there are measurable differences within the group of working children between those entering different types of occupations. Between department-store workers and factory workers, for example, there is measurable difference in mental ability even among these beginners, and under the present haphazard methods of choosing employment. The former group is superior, and the difference becomes more marked with the successive years out of school."

Miss Woolley believes that there is general agreement that, if the child is to be helped to make the most of himself, he should be helped to discover for what type of occupation he ought to prepare himself, while there is yet time to prepare, and she further believes that efforts to determine the mental capacity of the child and in a general way what work he will be best adapted to, may be determined or at least the first stages may be undertaken not later than twelve years of age.

She also points out that the children who lack the ability for the skilled trades, art, sciences, etc., should not be kept in the same classes with those of the stronger or more brilliant intellect. The result is detrimental to both the strong and the weak. The tests which have been made up to the present and covering a period of five years have demonstrated that it is easier to select those of inferior ability than those of exceptionally good ability. But the system is being perfected so that it will include better selection for all purposes.

While it is discomfoting to definitely know that all children

are not equal in their mental capacity, it is nevertheless certain that all will profit by this method of perfecting their intellectual strength to its best capacity.

Miss Woolley continues: "The task of sorting children into large groups with reference to general ability, finding out approximately what degrees of ability are required for success in various grades of occupation—unskilled labor, skilled labor, salesmanship, office work, business management, and the various professions—and basing advice upon such findings, may seem a very modest one, it certainly falls far short of the requirement that vocational advice shall state just what phase of any occupation a given individual shall enter.

"The psychologist is as ready as the proverbial man of common sense to admit that mental ability is only one element to be considered in giving vocational advice, but he insists that it is a very important one; that within certain limits it is decisive, and that it is the only one at present open to scientific measurement. There is no use in advising a child of inferior mental ability to take the academic training leading to one of the higher professions. He will not be able to succeed, no matter how good his disposition, how great his ambition, nor how much money and influence his father possesses.

"It may seem that sorting children with regard to general levels of ability is a task for which the school is already equipped, and in a general way it is. But it is not so well equipped that it needs no assistance. Oftentimes failure due to lack of ability is confused with failure due to physical, social and economic factors.

"Among a group of failures in first-year high school we found by laboratory examination variations in mental ability from the upper to the lower end of the scale. At the upper end was a brilliant boy whose family atmosphere and influence was all opposed to high school. His family actively contributed to his failure in school as much as possible, in order to persuade him to leave and go to work. At the lower-end was a girl not far above the border line of feeble-mindedness, whose family was determined to keep her in school and were spending hours every day helping her with her lessons.

"The applications of experimental psychology thus far discussed all have reference to the problems of childhood and early adolescence. How useful the method will be when applied to older individuals, who have already gone through the sifting process of school and society up to the age of seventeen or more, remains to be seen."

GENERAL EDUCATIONAL NOTES

The science of salesmanship is now being taught in the evening classes of the Washington, D. C., public schools.

In the state of New Jersey 11,300 pupils of the public schools take vocational work. There were 999 boys and 601 girls in day schools, 2,951 men and 3,310 women in evening classes and 3,439 persons taking some form of vocational work in county vocational schools. It is the hope of Commissioner Carris, as expressed in the report, that legislation can be obtained the coming year to require the establishment of compulsory continuation schools. The plan proposed is to have pupils who work spend at least eight hours a week in school by requiring employers to give them the time off with pay. This system is declared to be needed for 25,000 young workers in the industries of the state.

In memory of Morris Lasker, Galveston, Texas, his family will put up a \$75,000 building at the National Farm School, near Doylestown in that state.

Details of a new system of industrial education in Indianapolis, which contemplates the practical cooperation of employing firms and school authorities, have just been made public by Charles H. Winslow, in charge of the vocational survey now in progress. This innovation has reached the stage of agreements approved by the Indianapolis Board of Education, employers of every industry to whom it has been submitted, members of the Merchants' Association, and several trade unions, which have been approached regarding it. The agreement binds the employers and employes of every trade and business in which vocational courses are to be given in the public and industrial schools, to hiring the graduates of these courses.

"Twenty-two per cent of the boys and girls entering the high schools of New York City have not been fitted in the elementary schools for high school work." This is the substance of a report made recently to the Teacher Council meeting. The proper use and interpretation of the English language is the chief failure of the "unfit" students, it was declared.

The third annual convention of the Vocational Education Association of the Middle West will be held at the Auditorium Hotel, Chicago, on January 18th, 19th and 20th, 1917. The preliminary program gives promise of a meeting of unusual interest and profit.

In a recent article, Max Loeb, a member of the Board of Education of Chicago, among other things says: "The radical movement in education is a movement toward truer democracy. It uncovers the intellectual snob who sneers at business; it bows

the head of the man of affairs in respect to the scholar. It takes the academician into practical life. It makes him sought for by men who formerly dismissed him with the phrase 'impractical.' It trains the youngster, not aimlessly, but with definite aims and purposes. It makes him self-respecting and determined to insist upon his rights, not only in private life, but as an economic factor in industry. Suffrage and the agitation for it are aiding this modern voice in education to gain a steadily larger hearing."

Under the direction of Mrs. Claire Parrish Dorius, of the extension division of the Utah Agricultural College, and in charge of girls' club work throughout Utah, sixteen towns in Cache valley are organizing special classes in the study and preparation of foods in connection with seventh and eighth grades of the district schools. Theoretical instruction is given the girls taking this work during a regular class period. Practical work is done in the home kitchen. In each school a teacher is placed in special charge of the work, upon whom devolves the entire responsibility for the county.

Rochester, New York, is planning the erection of a new and much enlarged trade school.

As a part of their industrial training, the pupils in the manual training grades of the public schools of Spokane, Washington, will visit and study the operation of the industrial plants of that city.

Commenting on the recent report of the Assistant Commissioner of Education in charge of industrial and agricultural training, the Paterson, New Jersey, *News* says: "The Passaic County Educational Association has already gone on record as favoring the establishment of three new schools, one to be devoted to the textile industry, one for teaching manual arts and the other for agriculture and household arts. Under the heading 'Girls' Vocational Schools' the report says that the tendency throughout the state has been to organize schools and classes for training in the household arts. Their establishment the report says is a recognition of the importance to the community of the well organized home. 'Success in household management, as in any other trade,' it is stated, 'is more uniformly obtained by the trained worker than by the one who relies solely on the possession of native ability. Instruction of this kind pays. More vocational schools of household arts are needed in New Jersey. There are yet thirteen counties in the state where no instruction of this kind can be had and three more where it is limited to evening classes in two or three of the larger cities.' It is asserted that the Department of Public Instruction must arouse the local community to its responsibility in this respect."

The University of California Extension Division has under contemplation for its school in Oakland, California, a class for

fathers and mothers, the object being to help parents in assisting their sons and daughters in finding positions for which they are best fitted. Vocational Guidance for Parents will be the name of the class which will be taught by Dr. C. L. Jacobs, Director of Industrial Education and Vocational Guidance in the San Francisco public schools. Some of the points that will be brought to the notice of the parents will be a study of the various vocations and how to determine a child's fitness for them; the future possibilities of these vocations throughout the United States and the world; the method of educating for these vocations; where this education may best be obtained.

In Boston the new Industrial School for Boys, which is being built at a cost of over \$300,000, will be completed and turned over to the school authorities by February 1st.

R. C. Hill, Superintendent of Schools of Colorado Springs, Colorado, speaking to the Rotary Club of that city, declared that the industrial department of the high school is the most important department of any school. In contrast with the conditions of a few years ago the high schools of Colorado Springs now receive every pupil desiring high school work and give to each one the training needed.

Some friend who prefers to remain anonymous has made a gift of \$600,000 to the trustees of Columbia University for the purpose of erecting a suitable home for the Columbia School of Business which began its first year last September. In making the gift, the donor wrote that for a third of a century he had sympathized with the college graduate who found himself frequently without financial resources and who sought employment only to discover that his foundation "for a knowledge that may be utilized in the future" did not equip him at once with a "knowledge or skill that is marketable or desired by employers."

William Noyes, director of industrial and household arts department of the Duluth, Minnesota, public schools, shows that these departments are rapidly being placed under a system similar to that applied in commercial life. An accurate count is kept of all work turned out by the manual training department and the exact cost determined, the student labor being figured at 15 cents an hour, with an allowance for "overhead" in some instances. The major part of the requisitions is for school equipment. In the last two months there have been 194 orders and 109 jobs completed in the manual training department. The material produced was valued at \$219.97 and student labor was figured at \$120.40. In the print shop \$234.75 worth of material has been produced, according to the figures quoted in the report.

The school board of Detroit is planning to build the first unit of what will ultimately be a million dollar technical high school for that city. A committee, headed by Dr. Chadsey, superintendent-

ent of schools, and members of the school board, following a visit to cities throughout the United States last year to gather information relative to the kind of a building needed to answer the needs for technical training in this city, decided an ideal technical high school could not be built here for less than \$1,000,000. The building, when completed, will accommodate from three thousand to four thousand children. The need for technical training in Detroit, according to Dr. Chadsey, is greater than in most any other city in the United States.

The Philadelphia *Public Ledger* recently published a compilation showing the enrolment in the vocational schools of Pennsylvania to be more than 16,000, while 32,946 pupils are attending the continuation classes. Thirty-eight school districts in twenty-four counties have maintained thirty-two household arts and thirty-five industrial schools or departments during the year. All of these are state aided. It is impossible at this time to give definite figures for the coming year, but advance reports indicate that there will be at least thirty-seven household arts and forty-three industrial schools or departments in operation.

The great exhibit made by the United States Steel Corporation at the Panama Pacific Exposition will find a permanent home at the Carnegie Institute of Technology. The greater part of the exhibit is devoted to "safety first" work, recreational innovations, educational work, sanitary development, gardening encouragement and housing experiments. One of the most interesting sections of the exhibit is that comprising working models of all the equipment used in converting ore into steel of various shapes. The exhibit is considered of great value in the work of the institution, affording actual models of equipment in the field where much of the industrial education of the school is done.

The school authorities of Richmond, Virginia, are arranging with the merchants of that city for a course designed to train the clerks in the Richmond stores.

The West End Board of Trade, of Brooklyn, is behind a movement for a junior high school, which is to be erected in the Bay Ridge section of that city. The institution is intended to bridge the period between the elementary and the high school. Technical and trade education will be the main subjects taught when the school is opened. In this locality there are many large factories and shops, including the Bush Terminal.

The Secretary of War included in his annual budget an item for \$200,000 for vocational training in the army.

The vocational teachers of West Virginia have formed an organization with the object of making a systematic study of industrial conditions in the Wheeling district.

Twenty-six years ago the first night school at Columbus, Ohio, was organized. The action was taken largely on a report of the truant officer, which indicated that a number of children of school age were forced to work during the day and, therefore, could not attend school. The school was started with a principal and two teachers. The *Dispatch* of Columbus says that it is interesting to compare the initial effort with the present night school system. Five new buildings were dedicated to evening instruction this winter, with 27 additional instructors and principals. The instruction has also been much broadened and is now largely vocational. There are classes in wood, metal and electrical work, English, American citizenship, Spanish, bookkeeping, typewriting, cooking, millinery and even journalism and dramatics. The foreign population has considerably increased in the last quarter of a century, and there is to be an earnest effort to give the newcomers help in learning their rights and duties under the popular form of government and, by adding to their knowledge of the language, to make living here more agreeable to themselves and helpful to others. This is a part of our public school system which there should never be a thought of abandoning, for it reaches those who need the education most and find it most difficult to obtain.

Graduates of Yale University have shown during the past twelve years a decided drift away from the older professional group of law, education, medicine, and the ministry, and into the industrial group of manufacturing, finance, mercantile business, and engineering, according to the directory of living graduates of Yale University for 1916. In 1904, when data on the subject were first available, the professional group was nearly double that of the industrial; now the two are almost equal.

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